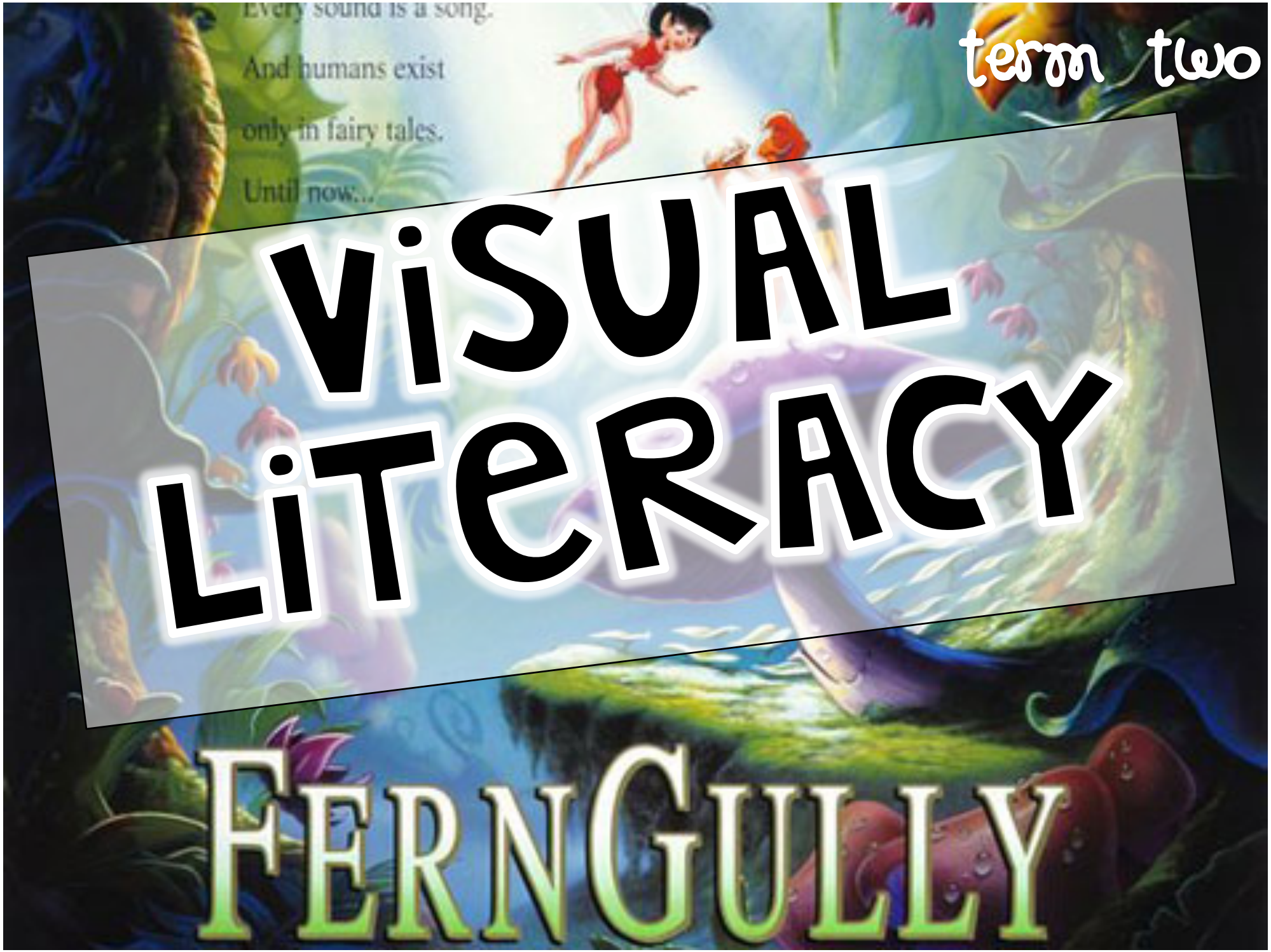


VISUAL LITERACY

term two

overview.

unit overview

This 9 week unit provides students with an understanding of visual texts. It will cover film techniques including:

- camera shots
- camera angle
- lighting
- music
- characterisation
- sound

resources

Fern Gully: The Last Rainforest. Twentieth Century Fox (1992)
IWB
Art paper
Coloured pencils, crayons, textas
Worksheets
You Tube clips
Natural materials – eg. Leaves, bark, grass, sticks etc.

outcomes

TS3.1 Communicates effectively for a range of purposes and with a variety of audiences to express well developed, well organised ideas dealing with more challenging topics.

TS3.2 Interacts productively and with autonomy in pairs and groups of various sizes and composition, uses effective oral presentation skills and strategies and listens attentively.

TS3.3 Discusses ways in which spoken language differs from written language and how spoken language varies according to different contexts.

RS3.5 Reads independently an extensive range of texts with increasing content demands and responds to themes and issues.

RS3.7 Critically analyses techniques used by writers to create certain effects, to use language creatively, to position the reader in various ways and to construct different interpretations of experience.

RS3.8 Identifies the text structure of a wider range of more complex text types and discusses how the characteristic grammatical features work to influence readers' and viewers understanding of texts.

WS3.9 Produces a wide range of well-structured and well-presented literary and factual texts for a wide variety of purposes and audiences using increasingly challenging topics, ideas, issues and written language features.

overview.

links with other kla's

literacy – Developing descriptive and technical language, visual representations & review writing
mathematics – Angle development, shapes and symmetry, time & perspective
pdhpe – Positive relationships, change, identity, individual choices and responsibilities.
music – Use of sound effects and mood music
creative arts – Performance, improvisation & movement

lesson overview

Lesson 1 – Introduction
Lesson 2 – Films
Lesson 3 – Prior to Viewing the Film
Lesson 4 – Viewing the Film
Lesson 5 – Characterisation
Lesson 6 – Changing Attitudes
Lesson 7 – Film Techniques
Lesson 8 – Film Review
Lesson 9 – Mini Project

FERNGULLY: THE LAST RAINFOREST.

characters

- Crysta – Pips – Magi Lune – Lou the Lizard
- Zak Young – Batty Yoda – Hexxus – Tony & Ralph (the lumberjacks)

synopsis

One of the rainforest's oldest fairies, Magi Lune, is explaining to young fairy Crysta the history of their relationship with humans. They used to get along, but humans eventually became associated with destructive forces – the most powerful and evil of which, Hexus, has now long been imprisoned in a tree and unable to escape. However, Crysta cannot concentrate, as she wants to explore the rainforest for herself. She proves her bravery by flying above the canopy, catching a glimpse of the outside world. Magi explains to her that the black smoke she saw was a consequence of the 'forces of destruction versus the magic forces of creation', although won't admit that Hexus could come back.

Crysta meets Batty, a bat suffering from the side effects of human experimentation – although the other rainforest inhabitants, including Crysta's friend Pips, refuse to believe humans still exist. Crysta believes Batty and goes exploring. She encounters a group of loggers and accidentally shrinks one of them, Zack, to fairy size. Zack however has already marked the tree imprisoning Hexus for destruction, which then releases him. Crysta and Batty take Zack back to the rainforest, where he is almost eating by Lou the Lizard. They rescue him, and teach him the importance of trees – so Zack denies any responsibility for them being torn down.

When they arrive at Fern Gully, Zack realises that Hexus has escaped, and admits to everyone that humans are destroyers not protectors. This honesty wins him an ally in Batty but not the fairies, as they unite and Magi gives up her own life in order to share her strength and help her people defend their land. Zack also helps, and together they defeat Hexus once and for all. Although Crysta and Zack have become close friends, they realise Zack must leave to explain to other humans about the destruction they are causing to the rainforest and its inhabitants. Crysta restores Zack to his normal size and watches him leave with loggers Tony and Ralph, explaining that 'things have gotta change'.

LESSON ONE

introduction

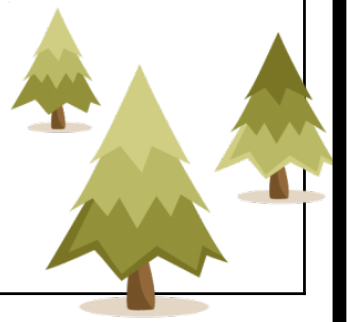
• Write the word '*sustainability*' on the IWB. Explain to students this will be the area of study for the next 9 weeks. An area of study consists of a central idea or concept that is explored in a core text and supported by related texts (any text type eg. lyrics, books).
• Brainstorm what the word 'sustainability' means.
• Play video - https://www.youtube.com/watch?v=fKWQuU0sHPw. Discuss the video as a whole class.
• Students are to write down one fact about sustainability on a sheet of paper. When finished, students are to crumple their sheet of paper into a ball. Students are to then stand behind their chair and throw their crumpled piece of paper into a ball
• Students then find a ball of crumpled paper that isn't their own and read the fact written on the paper. Ask some students to share facts. Then, students are to add a different fact to the sheet of paper. Repeat the process 5 times – activity gets more challenging as students are required to come up with different facts.
• Finish off with video - https://www.youtube.com/watch?v=-g2107a9280. Discuss how we can help sustain our environment.

LESSON TWO

films

• Explain that we will be using film as our core text for our area of study '*sustainability*'.
• What do we know about film? With a partner, students need to talk about films they have enjoyed. What was enjoyable and why? Compare ideas with a partner. Are there any similarities in the types of films they like?
• Define the word genre and brainstorm different film genres. Classify the types of films they like into the different genres.
• Tell students we will be looking at different film techniques. Write on the IWB - camera shot, camera angle, lighting, sound, characterisation and music.
• Look at each film technique and provide students with a definition, you tube clip and examples.
• https://www.youtube.com/watch?v=ZwbsYqZ7d-8

• HOMEWORK
Students watch a TV program and identify a film technique to share with the class.



LESSON THREE

prior to viewing the film

• Prior to viewing the film, show students the trailer.
• Pause at various stages (beginning, middle & end).
• Discuss the use of lighting (dark to start and brighter by the end). Connect this to a discussion about the structure of fairytales.

• Alternatively, show students a poster of the film. Ask students questions such as:
What do you think the film could be about?
What might be the message of the film?
What feelings do you think you might have about this film?
• Have students write down or draw these predictions.

LESSON FOUR

viewing the film

• Students view the film and use the scaffolding sheet to make points about any film technique viewed.
• Pause at the scene where Crysta and Zak are introduced. Take a screenshot of both characters.
• Students are to create a Venn diagram to compare the personalities of each character.
• Ask students what are some of the problems with Zak's attitude? Discuss the terms 'respectful' and 'sympathetic'.
• At the end of the film discuss their findings. Discuss the different film techniques used throughout the film to build character development, to set the scene and the author's purpose.
• OPTIONAL: Students may create a storyboard for the film.

Name: _____

FERNGULLY: THE LAST RAINFOREST

As we view the film, take notes on these questions and then fill in the answers on your worksheet. Use the spaces provided.

1. What film techniques are used throughout the film? Explain their purpose.

2.What appealed to you about this film? Why?

3. Which character was your favourite? Why?

FernGully: The Last Rainforest

1	2	3

4	5	6

Lesson Five

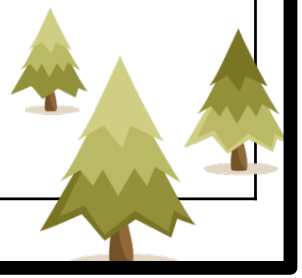
characterisation

• Introduce the term "characterisation" and model character traits relating to Zak & Crysta. Students justify their responses based on evidence from the film.
• Explain that there are 2 different types of characterisation – direct and indirect.
Direct characterisation – when the narrator clearly tells audience character traits.
Indirect characterisation – when the author shows things that reveal the personality of a character through looks, speech, relationships, actions and thoughts.
Example using Frozen - https://www.youtube.com/watch?v=-ZnD0AGqQ7I
• Pause the movie at the point where Zak first shows empathy. Separate students into small groups and have them enact a different ending to the film. Give each group a different example to role-play e.g. happy ending, unhappy ending, cliff hanger, etc.
• Discuss Zak's character development. Pose questions like why did Zak's attitude change? What is Crysta's role in changing Zak's attitude? Have students refer back to their Venn diagram and use a different colour pen to add more detail to show character development
• Introduce the words "protagonist" and "antagonist".
• In small groups students choose another character from the film & describe their traits justifying their responses. Students may create a wanted poster based on a character from the film

Lesson Six

changing attitudes

•Pose questions to students: Do you believe Zak would be able to change the way that Tony and Ralph see the environment? What do you think is the best way to be able to change people's attitudes?
• Discuss some environmental issues that face us – e.g. over population, extinction, waste, hole in the ozone layer etc.
• Brainstorm the different ways that we can contribute to making the earth a better place for ourselves and for future generations
• Discuss with students ways that attitudes could be changed or adapted to help people look after our environment.
• In groups of 3-4, students are to create posters that persuade viewers to care for the environment.
• Show students this website - http://www.visualmess.com/index.html and discuss how an effective poster must have these elements. Posters are to include a visual element as well as a strong slogan.
• Discuss lines, colours, salience, modality and the effectiveness of these.



LESSON SEVEN

film techniques

• YouTube links to videos (demonstrating film techniques, focusing on one technique at a time).
Fill out a deconstruction table as each clip is viewed in FernGully. For example:

Technique	Example	Effect
Extreme close up	Close up of Crysta's eyes	Shows her kind nature
Long shot	Shot of the rainforest and animals	Shows the setting of the scene

LESSON EIGHT

film review

• Students are to analyse and deconstruct a film review, identifying structure, grammatical/language features.
• Discuss that themes and issues brought up in the film feature in the review. Film reviews also provide information on characterisation and a recommendation.
• They can include a rating (5 stars, etc).
• Structure is as follows: Introduction, Synopsis, Themes, Film Techniques, Recommendation.
• Provide students with scaffold to produce their own review of Fern Gully: The Last Rainforest.

FILM TECHNIQUES

FILM TECHNIQUE	DESCRIPTION	USUAL EFFECT OF TECHNIQUE	EXAMPLE FROM FernGully: The Last Rainforest	WHAT MESSAGE OR FEELING DOES THE EXAMPLE CONVEY TO THE AUDIENCE?
SHOTS				
Long shot	looking into the distance, often with something in the foreground	gives a sense of setting and people in the setting		
Close up	an object fills the frame / screen	provides detail; facial close ups highlight emotions		
Extreme close up	an object fills the frame completely, and may extend beyond the frame	to provide great detail		
Point of view	when the camera is the character, so we see things from that character's point of view	emphasises the character and shows people and events from his/her perspective		
Cutaway *or* jump cut	a sudden cut between shots	this has a jarring effect. Here it's used for humorous effect		
CAMERA ANGLES				
Low	camera shoots the scene from below	subject seems large & powerful		
High	camera shoots the scene from above	subject seems small, powerless & insignificant		
CAMERA MOVEMENTS				
Panning	camera moves left or right	creates interest and drama		
Zooming	the camera moves in or out of a shot, usually rapidly	quick zooms have a dramatic effect. Zooming in can highlight an action or an event; zooming out can highlight the smallness of people in a big landscape		

FILM ELEMENTS

FILM ELEMENT	DESCRIPTION	EXAMPLE FROM FernGully: The Last Rainforest	WHAT MESSAGE OR FEELING DOES THE EXAMPLE CONVEY TO THE AUDIENCE?
Setting	where the action takes place; the location of the scenes		
		LIGHTING	
Bright / high key lighting. (Dim, shadowy light is low key lighting)	strong, clear, light; this lighting can be daylight or artificial		
Use of colour	can be strong or pale or natural. The use of colour filters changes the image		
		SOUNDTRACK	
Music	can be background (incidental) or used in the script		
Sound effects	can be part of the story (e.g. characters walking on gravel) or artificial sounds		
Special effects (SFX)	an artificial way to create an image or illusion		
Animation	giving inanimate objects the appearance of life on screen		
Soft focus	the filmed image is not sharp; often used to romanticise or hide something		

CHAPTER 9

Film review

Review a film you have seen. Include a plot summary and comment on one or two aspects of the film (e.g. acting, music).

STRUCTURE

LANGUAGE FEATURES

Romeo and Juliet

A newsreader gives a news update on a small flickering TV screen, but instead of the usual language of 20th century news reports, she speaks the language of Shakespeare and talks of 'two households, both alike in dignity', an 'ancient grudge' and 'a pair of star-cross'd lovers'. The scene is set for Baz Luhrmann's *William Shakespeare's Romeo and Juliet* and the viewer is well and truly hooked.

The TV news camera pans out across the city to show the names Montague and Capulet atop tall office towers, whirring police helicopters and then a bloody brawl between two gangs of young gun-toting hoodlums from the Montague and Capulet families. The scene is very loud, very colourful and very violent.

And so the tale unfolds. Baz Luhrmann, the film's director, tells the story of the two most famous young lovers in history, but this time 'fair Verona' is somewhere near Miami Beach Florida, the Prince of Verona is the police chief, and the fathers of the two warring families are the heads of large business corporations.

Juliet, played by Claire Danes, is being lined up for marriage to Dave Paris, the Governor's son and 'Bachelor of the Year', and the match is being encouraged at a wild and extravagant family party. Romeo, played by Leonardo DiCaprio, and his friends, gatecrash the party. He sees Juliet, she sees him and their fate is sealed. The story progresses quickly through the famous balcony scene; to the marriage; to the fight, in which Mercutio, Romeo's friend, is killed by Juliet's cousin, Tybalt; and then to Tybalt's killing in revenge by Romeo and Romeo's banishment from Verona.

The film closely follows the traditional tale towards its tragic ending but its telling is always modern. Romeo flees to the church under heavy police gunfire, and Juliet kills herself with Romeo's gun. The very final scenes show horribly familiar TV images of the aftermath of teen suicides—ambulances, stretchers and grieving parents.

I found the film exhilarating — even electrifying. I was simply riveted to the screen throughout. Baz Luhrmann uses the modern setting brilliantly to tell this classic tale. I particularly liked the way he used music to highlight the dramatic action—although if I have one criticism, it is that sometimes the music drowned out the actors' speech. His film made Shakespeare's story and language meaningful to me for the first time. I had expected to find it strange to hear modern-day characters mouthing the language of four centuries ago, but I did not. I thoroughly recommend this film to young people who may think Shakespeare's language difficult and his stories irrelevant to our modern lives

introduction, which identifies the film title and the type of film, and perhaps gives information to attract reader's attention (e.g. how film starts)

plot summary, organised chronologically

only main event of the plot and perhaps a few interesting plot or film details

usually no mention of the film's ending

general statement of opinion about the film including comment on some aspects, e.g. acting, music, camera work

often ends with recommendation to others

often informal, everyday language in plot summary and description of effect on viewer

usually present tense to retell the story, but often the past to give your reactions to the film (final paragraph)

consistent use of tense within sections

some technical 'film' terms, e.g. pans out, images, unfolds, dramatic action

'thinking' and 'feeling' verbs in expression of opinion, e.g. 'liked', 'expected'

adjectives and adverbs to describe film and reviewer's response, e.g. 'exhilarating'

LESSON NINE

mini project

• Students are to work in pairs to create a short iMovie trailer or movie poster for Fern Gully: The Last Rainforest. Students are to keep in mind the different film/visual techniques and elements used in order to create their trailers/posters.

ASSESSMENT

formative and summative assessment

- Students are to have 1-2 minute/s to present their trailers/posters to the class in pairs.
- Assessment will be based on whether students are able to discuss and justify the different film/visual techniques and elements used in their projects and the effectiveness of these.
- Focus on clear, loud voices and eye contact.

- Anecdotal evidence including observation of student engagement and discussion throughout tasks.
- Engage in student-teacher discussion to assess student learning and understanding.
- Work samples